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AUTHOR Haaby, Lawrence O.
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ABSTRACT

The purpose of this bulletin, one of a series designed to aid social studies teachers, is to serve as a guide for planning and building activities and experiences which will ultimately produce sound teaching procedures. Objectives are provided in order to evaluate activities in terms of specific objectives which have been agreed upon. The relationships of the student teacher with the professional personnel, the college supervisor, the supervising teacher, and consultants, are outlined. How to questions are answered for such areas as getting established in the community and the school, building pupil-teacher relationships, planning for classroom instruction, deciding what methods to use, developing unit organization and problem-solving methods, and using audio visual materials. Nine criteria are suggested for self-evaluation at the end of the student teaching period. Related documents are SO 005 979 through SO 006 000. (KSM)



How To Plan for Student Teaching

National Council for the Social Studies

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LAWRENCE O. HAABY

University of Tennessee

Knoxville, Tennessee

Student teaching is the climax of pre-service professional preparation of teachers. It is here that practical experiences based upon sound educational theory are integrated into real teaching-learning activities from which a working philosophy of education is developed. It is here that the student teacher can implement educational theory by observing its pragmatic value and by demonstrating an understanding of it. Through the application of theory it is possible for the beginning teacher to determine his needs for further study in education and content and to find out how effectively he functions when guiding an actual teaching-learning situation. Student teaching is a period for exploration and continuous self-evaluation. Planning and replanning to determine and extend individual abilities is a continuing need.

Student Teaching Objectives

It is not the purpose of this guide to deal with the detailed aspects of teaching which are the concern of the student teacher and supervisor. Rather, it is intended to serve as a guide for planning and building a series of activities and experiences which will ultimately produce sound teaching procedures. It is therefore necessary to evaluate activities in terms of specific objectives which have been agreed upon. The following objectives may serve as a guide:

1. To determine whether teaching is really a good choice for a lifetime profession.

2. To gain actual teaching experiences based upon democratic concepts of education.
3. To gain a better understanding of students through good teacher-pupil relationship.
4. To develop an understanding of the functions and operation of a well-planned school system.
5. To gain insight into school-community relationships through active participation.
6. To correlate the curricular content with the collective needs of the learners.
7. To become familiar with the effective utilization of available instructional resources.
8. To test the methods and theories which have been previously acquired through the study of education.
9. To acquire the technique of adequately evaluating student growth as well as individual teaching ability.
10. To develop the enthusiasm which promotes desirable motivation of students.¹

Relationships of the Student Teacher

A major concern during student teaching involves a genuine understanding of the responsibilities and relationships that student teachers have with the various professional personnel who become "helpers" in the program. While it is difficult to develop clear cut areas of

¹Oak Ridge Student Teaching Project Report, 1951 (Knoxville: College of Education, University of Tennessee), pp. 1-2.

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NOTE: This *How To Do It* notebook series, designed for a loose-leaf binder, provides a practical and useful source of classroom techniques for social studies teachers. Elementary and secondary teachers alike will find them helpful. The titles now available in this series are: *How To Use a Motion Picture*, *How To Use a Textbook*, *How To Use Local History*, *How To Use a Bulletin Board*, *How To Use Daily Newspapers*, *How To Use Group Discussion*, *How To Use Recordings*, *How To Use Oral Reports*, *How To Locate Useful Government Publications*, *How To Conduct a Field Trip*, *How To Utilize Community Resources*, *How To Handle Controversial Issues*, *How To Introduce Maps and Globes*, *How To Use Multiple Books*, *How To Plan for Student Teaching*, *How To Study a Class*, *How To Use Sociodrama*, *How To Work with the Academically Talented in the Social Studies*, and *How To Develop Time and Chronological Concepts*.

Jack Miller, George Peabody College for Teachers, is editor of this series. Dr. Miller welcomes comments about the items now in print and suggestions for new titles.

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responsibility between these persons as it varies between colleges, the following may clarify some of the basic issues:

- (1) The college supervisor or coordinator is frequently the representative who assumes the major responsibility for the general welfare of the student teacher and serves as the liaison between the college and the school system where student teaching is actually undertaken. The supervisor or coordinator with the student teacher develops specific teaching assignments as to grade levels, subjects, hours, and the selection of the cooperating teacher. During the period of student teaching, the supervisor visits classes and works with the cooperating teacher and student teacher in the process of evaluation and ultimately makes recommendations based upon his observations and comments from other interested persons.
- (2) The supervising or cooperating teacher is the name given to the teacher with whom the student teacher actually works in the classroom. The student teacher spends most of his time with this person, as the supervising teacher has a major responsibility for the effectiveness of the teaching that takes place with the youngsters. The supervising teacher and student teacher work out definite plans and procedures for developing the learning situations involving both classroom and other activities. The supervising teacher assumes leadership for developing and fostering the growth of the student teacher socially and professionally.
- (3) A consultant is a person from the college or school system who gives technical assistance in special areas when called upon. He can be called in for special help as the need arises in any particular situation and usually is not a regular visitor. Student teachers should take note of the types of consultants which are available and make plans to utilize them as situations develop.

Actually the professional services provided for the student teacher center around three major persons—student teacher, supervising teacher, and college supervisor. Through continual planning and experimentation on the part of these individuals, it is possible to develop a cooperative team that will generate interest and enthusiasm for a great variety of experiences associated with teaching.

An assignment in student teaching involves responsibilities with boys and girls parallel to those of the supervisor and the cooperating teacher; they entail a direct assumption of all the classroom duties and routines. A shared confidence and respect between the student teacher and cooperating teacher is vital, and here the same working principles which are to be developed with the pupils

should be demonstrated. Planning, executing and evaluating become a common cooperative concern. The student teacher has to fit into an on-going program and become part of a working team, contributing his talents wherever they are needed. It may take more time for some student teachers to assume specific responsibilities than for others as the principle of individual differences operates among them too. Emergencies sometimes reveal that a feeling of joint responsibility has been achieved. For instance, the supervising teacher may be delayed in returning from lunch. By taking over the class and getting it underway instead of just sitting and watching possible learning-teaching situations go to waste, the student teacher demonstrates his sense of responsibility. Again, he should assume leadership when the supervising teacher is called out of the room. These situations may not happen often, yet when they do the student teacher has the opportunity to demonstrate that he is a part of the instructional staff.

As the student teacher observes and works with different teachers, he sees that good teaching is the outcome of a variety of ingredients put together in different ways. The basic three are personality, command of content, and control of a variety of suitable approaches and methods. With some teachers, sympathetic understanding of pupils plays a major role; while others appeal to their pupils through dramatic, realistic presentation. Every teacher consciously or unconsciously makes his own unique combination, and there is no set pattern which always identifies or insures good teaching. Recognizing this principle of individual differences, Maaske suggests a definition of good teaching: "good teaching may be defined as that process in which the teacher, through ways and methods characteristic of him, guides interests, stimulates, and inspires individual pupils to develop to the maximum their individual potentialities."²

Becoming Established in Community and School

The first task is to learn as much as possible about the entire school system and the community it serves. No longer is it sufficient for a student teacher to have only classroom experiences for it is recognized today that boys and girls are educated both in school and out of school. For this reason, time needs to be spent in getting acquainted with the total educational setting. It is natural that as the student teacher enters this new undertaking he feels excited as well as uncertain. The uncertainty can be reduced by his becoming familiar with the situation. When the larger picture is a part of his background, he will be able to see his specific obligations and responsibilities in relation to the total educational program. He will begin to comprehend the way the school is tied into the community and how it

²Maaske, Reuben J., "What Is Good Teaching," *The Educational Forum*, vol. 13, p. 227, January 1949.

utilizes the community for effective teaching and learning. While the aims of a particular community determine to a large extent the exact relationships with its schools, there are some common problems. Communities will expect, and probably rightly so, participation by the teachers in community affairs. Teaching and citizenship involve activities in and out of school.

While the closest relationship will most likely be between the cooperating or supervising teacher and the student teacher, the latter should know there are a number of other persons with whom he must cooperate. Through the aid of these individuals (other teachers, librarian, clerical and janitorial staffs, supervisors, principal and superintendent), he will have the opportunity of watching a school in operation. He should observe how the meetings are organized, who participates, what programs are discussed, what means are used for improving the type of meetings; he should evaluate the meetings relative to the values he expects from the group-process technique. From his own attendance at faculty meetings—and other discussion groups—he can build a more nearly complete picture of the school program.

The student teacher should avoid getting into embarrassing situations by becoming acquainted with the practices and the mores of the faculty with whom he is working. It is advisable to observe carefully what others are doing and make the necessary adjustments. When he is in doubt about procedures, he should ask the supervising teacher or college supervisor about them. Many difficulties may be avoided if the student teacher is considerate of the ideas and feelings of others. It is not only what he does but how he does it that makes an impression on others. He will get along more pleasantly if he refrains from trying to change the established order quickly by a few hurried remarks or decisions; and learns that time and patience are two very important allies when changes are contemplated.

How To Build Better Pupil-Teacher Relationships

Much has been written about the school population which has been changing rapidly during recent decades. Today schools enroll all types and kinds of pupils, and the proportion of children and youth in school is constantly increasing. This trend has had a definite effect upon the character of the total school population. The variations in the student population are dependent not only on the numbers enrolled but also upon their socio-economic backgrounds. August B. Hollingshead in *Elmstown Youth* noted this significant implication when he said that varying socio-economic backgrounds made for definite social stratification within the schools as well as in the community. Pupils come from a variety of socio-economic groups with different basic backgrounds; this calls for a vast amount of information about the individuals who are to be taught. Obtaining

and using this knowledge is a part of the student teaching experience.

It has been said that there is a close correlation between effective teaching and the information that a teacher has about each individual pupil in the classroom. A careful study of pupils seems to be of paramount importance as the student teacher begins his teaching activities. Even then he must remember that pupils change as they grow. The "know thy students" concept can be strengthened in several ways as Ruth Strang points out:

In order to use instruction as a means of guidance, the teacher should (1) know the abilities and backgrounds of his students, (2) understand as much as possible about why persons behave as they do, (3) be sensitive to the responses of the individuals during the class period, and (4) be alert, ingenuous in making the interactions within the group serve individual needs and contribute to group goals or purposes.³

As the student teacher assumes responsibility, he can deal with these principles in terms of individuals and their actual relationships with one another. Getting acquainted with pupils becomes a jumping-off point for developing effective working relationships with boys and girls. These basic ideas become closely associated with classroom management and the numerous related items which are a part of it. For many student teachers, classroom management is one of the most significant problems they face. It is within this framework of classroom management that much of the more formal teaching-learning process operates, though it should be remembered that many important social learning experiences take place outside the classroom too.

Realistically, management, control or order are one and the same, for they act or interact upon each other. Effective planning seeks to eliminate many small problems before they arise. Formerly, management consisted mainly of established routines which students and teachers habitually followed day after day. Every activity had a specific pattern which was followed automatically without any regard for individual personality differences. Since these routines were largely set up by the teacher, without the reasons back of them being explained to the pupils, let alone having them share in their development, it is not difficult to see why they were resented by the pupils and why antagonism toward them was bred.

Here is where the reflective student teacher becomes aware of the contrast between the more formal organization of a traditional classroom and the less formal classroom now favored by a great number of educators. The first is characterized by greater rigidity; the latter

³Strang, Ruth, *The Role of the Teacher in Personnel Work* (New York: Bureau of Publications, Teachers College, Columbia University, 1946), p. 113.

by greater flexibility. One lays stress on the importance of established routine in building habits while the other stresses the importance of reasoning in developing habitual responsibilities. The change in emphasis does not mean that routine has no place in the training of youth. **Habits are formed as routine is learned along with other things when the student has a share in planning that routine.** In the process, some sources of undesirable conduct are eliminated.

To be aware of causes of undesirable conduct is not enough. In order to change the conduct, there must be a direct application of satisfactory principles of guidance; initial spade work requires that many of the fundamental guidance techniques be utilized. For work with a particular individual, use of cumulative or developmental records, personal interviews, interviews with parents, other teachers, school doctor or nurse, use of a variety of worthwhile classroom activities, and an acquaintance with as many of the experiences of the individual as possible would be a good beginning. There is encouragement in the fact that many of the so-called discipline problems can be handled by making use of one or two of these guidance techniques.

To return, however, to the problem of establishing rapport with the class, the first prerequisite is naturalness and diplomacy. Too often, when beginning his association with a class, a student teacher either emphasizes his authority or else is too timid to exercise reasonable control; each can cause trouble. A good guide to follow with a typical class is to assume that the pupils want to learn and will behave as normal young people. If the class contains many pupils with special problems, the supervising teacher should talk this over with the student teacher, explaining what might happen and what should be done. The student teacher should expect, even in an ordinary case, that some members of the class will try to find out how far they can go before he will take sufficient action to deal effectively with the situation. This reaction to a new teacher is a normal one which he will likely meet before he has had the class for any length of time. Careful planning on his part may prevent further disturbances of this nature.

The student teacher should remember that the behavior of young people is made up of a series of problems calling for the most patient understanding on the part of both instructors and parents. Sympathetic approaches form the best basis for possible solutions; strict authoritarian procedures will not solve the problems for any length of time, as they merely postpone important issues to a later day. The best class government is not evidenced by the greatest number of rules, by the most frequent punishments, or the most showy governmental procedures. It is better to keep the "government" hidden until needed; it should be much more positive than prohibitory, and disciplinary measures

should be kept in the background. Threats have never been found to be very effective.

The teacher who is inclined to think of the pupil, rather than of the difficulties that the pupil is causing him, is likely to discover that behind many a serious problem involving lack of attention to the work at hand is the story of some mismanagement or some unavoidable agony within the life of the pupil. This teacher deals with each individual pupil, not in a standardized manner, but according to his knowledge of the needs and capacities of the individual. He allows for stages in human development and realizes that the somewhat mischievous child is normal and will, no doubt, adjust properly as an adult. This teacher also should be a stable individual with confidence in boys and girls. It is easier to go to authoritarian or sentimental extremes in guiding pupils than it is to maintain an even, steady balance in dealing with their behavior problems.

Perhaps the student teacher had better consider this matter of self-discipline a little further since he is going to try to develop it in his pupils. He can help youth achieve self-discipline by helping them understand the purpose, benefits, and difficulties of maintaining it. In addition, there has to be respect for any rules that all the pupils are asked to observe. This means that periodically time must be spent re-examining the rules and regulations which encircle students, modifying rules when necessary so that they are in harmony with changing social customs. Even then, the student teacher must understand that occasionally an adolescent striving blindly for independence will disregard a rule he understands and accepts.

It will not be long before the student teacher figures out why his pupils like particular teachers. They like instructors who show an interest in them as individuals, in their problems and their activities. By coming in early before class, talking with pupils, and showing them that he has an interest in their affairs—not necessarily in his own assignment but in their other experiences as well—he can begin to build the relationship with them that he desires. Instead of rushing out of the room when the class is over, he can stay and give them a chance to talk with him. In the time available, it is not possible to reach all of the members of the class, but enough may be reached for the student teacher to get the confidence and security he needs in order to gain a feeling of success in his work. An interested and sympathetic attitude toward students on his part can go a long way in developing a kind of working relationship which will be very fruitful.

Perhaps at this point it would be well to round out the suggestions already made which the student teacher should think about as he starts his teaching activities.

1. While observing your supervising teacher, identify what routine procedures are used and determine

why they are used. How is the roll taken? What is done about ventilation? How are reference books cared for? How are papers distributed and collected? How is tardiness handled? Where and how are supplies obtained?

2. You might ask your supervising teacher what process was used in setting up rules and routines at the beginning of the year. You will adopt his set now, but on your first job you will need to formulate your own. That experience cannot be given you unless a genuine situation should arise in your student teaching classroom. The routines should be made as needed and the pupils should help determine them. Regulations set up by the administration of the school as part of the school policy fall into a different category. Teachers should interpret these regulations for pupils and, above all, become familiar with them as early as possible.
3. Plan to familiarize yourself with the available equipment of the school and with the classroom to which you have been assigned; check the reference books available, the maps in the storeroom, and the audio-visual equipment, and the library.
4. Plan activities that will make it possible for you to get acquainted with pupils early. During the teacher-pupil planning periods you will uncover interesting information about pupils, how they react and what their general attitudes are on particular problems.
5. Plan to introduce the students to the subject you are teaching in a manner which will arouse their enthusiasm. Proper motivation becomes highly important. Plan with the students the areas of work, making the process as cooperative as possible, and encouraging them to use community resources for getting at really worthwhile problems.
6. Show pupils that you have actually put forth time and effort in pre-planning for classroom instruction. Show possible units of work to be undertaken, special events to be observed, methods and procedures that may be tried, and above all, suggest different ways of learning, avoiding those which have been used too often.
7. Approach behavior problems in a positive manner of sympathetic guidance and interest as negative nagging serves only to foster restlessness. In many instances, better outcomes are accomplished by attaching satisfaction to positive and desirable conduct rather than by playing up penalties for behavior that is undesirable.
8. One of the important ways to gain the confidence and respect of the pupils is to be in command of the content and material you are teaching. This implies continual study on the part of the teacher to keep up on contemporary affairs, recent research

findings and new interpretations of the subject matter.

Insofar as school policy permits:

9. Students should be given a chance to live democratically in the classroom by making decisions through the use of group processes. It may be well for pupils to be given a chance to develop and formulate policy on the basis of real problems and not merely on hypothetical questions. Student government organized on democratic principles fosters this desired objective in many schools.
10. Students should be given an opportunity to promote and participate in many activities of the school—such as assemblies, clubs, study hall organization, health and safety organizations, and all social functions; all kinds of talent should be recognized, for students crave recognition and respond to it favorably in most cases.

How To Plan for Classroom Instruction

The student teacher's induction into classroom activities will not be uniform for all student teachers. The first duties will involve tasks which will serve to introduce the student teacher to the class and its activities. They will include: taking the roll, helping individual students, grading papers, working with groups where only a few students are involved at one time and developing possible plans which he will want to put into practice later. He may meet with many small groups during the class period before he actually takes over an entire class; thus the pupils will know and respect him as a part of the teaching staff.

Good teaching is the outcome of sound planning. Ordinarily, effective teaching is not something that just happens, but is the result of systematic organization which includes enough flexibility to take advantage of every emerging situation.

Actual planning takes into account the why, what, how, and what next of teaching. It becomes an instrument for thinking through a topic which makes use of several resources and procedures from beginning to culmination. There is no magic planning formula by which success is assured; in most cases, planning does iron out a great many rough spots which consequently will not appear when the student teacher is with his pupils.

Lesson planning need not conform to a rigid set pattern. In most cases, it would be adequate if it included the following items:

1. Aims or purposes. (What is being done?)
2. Procedures and activities. (How can it be done most effectively?)
3. Materials and instructional aids. (What materials and equipment are needed?)
4. Evaluation. (How well did the lesson go?)

Flexibility is important in developing lesson plans; the teacher should take advantage of the interests of the pupils. The alert teacher will be ready to capitalize on interests and opportunities when they appear. Beginning teachers must be aware that sometimes pupils, perhaps as part of the trying-out process, simulate interest in order to divert the attention of the teacher from the lesson they have failed to prepare. But the point to be emphasized here is that lesson plans should not block group interests. They provide a natural motivation and may guarantee wide and genuine pupil participation.

How To Decide What Methods To Use

Method is related directly to every aspect of the educational process. Successful teaching calls for the use of a variety of techniques and materials. This is particularly important for student teachers to remember, for the achievement of the outcomes they desire depends upon the method as well as on the selection of content and experience. No two teachers ever use similar procedures in the same way any more than any two pupils learn in identically the same way. The broad concept of what is being attempted may be similar, but the personality, the method or approach, and the materials used all enter and affect the outcome. Furthermore, the student teacher has not yet found his way of teaching; he, therefore, needs to experiment with different materials, techniques and methods.

Relative to method, much attention has been focused, of late, on group process in the various forms of its creative activity. Evidence shows that concepts involving group dynamics can give a decided impetus to teaching-learning. Yet, for an inexperienced student teacher to initiate such activities on a large scale might bring disastrous results, for utilization of these techniques demands background experiences which he has not had and cannot develop overnight. What he needs is to gain some security in the process by participating gradually in such similar undertakings. There may be many occasions of this kind in the classroom. The student teacher should work with small committees or groups first—in that way he can get the feel of his class. He can also help individuals and committees; thereby, he can get acquainted with class members. As stated before, knowing his students becomes one of his first major responsibilities.

Much of the art of teaching is the ability to shift and modify techniques and methods to fit particular situations. Throughout the semester or year, the student teacher should try to work out different concepts and variations in the implementation of the principles of teaching. Accepting the pattern of the supervising teacher may not always be the best procedure as this may block many of the dynamic contributions which

he can make. Yet through the period of student teaching, it may be well to be careful not to change too rapidly. Effective change can only come with the cooperation of the supervising or cooperating teacher.

Units and Problems

Many methods have similar elements such as planning and developing aims, determining the approach, locating and using materials, clarifying ideas through discussion, using numerous examples, selecting and concentrating on the generalizations and concepts, and reviewing and evaluating. The organization of these learning experiences is frequently called the unit. The unit can be said to be "an organization of information and activities focused upon the development of some significant understanding, attitude, or appreciation which will modify behavior."⁴

While many activities should be utilized in the teaching process, the problem-solving method seems to encompass most of the art of effective teaching. This becomes a direct experience in the art of critical thinking so highly desired for the pupils. The techniques used in problem-solving are consistent with classroom pupil-teacher planning in a democratic atmosphere. It calls for the use of skills comparable to those which adult citizens use continually; it repeatedly emphasizes cooperative selection, organization, and evaluation of evidence as the success of the desired outcome is dependent upon this process. Cooperative endeavor of any kind involves discussions, give and take between individuals, and adjustment of differences before decisions can be reached. The teaching of critical thinking or problem-solving becomes a fundamental objective for education.

What is actually involved in the problem-solving process? The *first* step calls for the setting up of a definite problem with a view toward having all pupils obtain a common understanding of it. Understanding the problem will include definitions, limitations of time and place, identification of assumptions, and various possibilities for arriving at a solution. Step *two* calls for developing a method or process for actually attempting to solve the problem. Here a number of methods or techniques may be agreed upon to carry out the plan. Techniques such as committee work, library assignments, laboratory techniques, lectures and demonstrations should be carefully considered. Step *three* involves selection of materials and available evidence with a view toward their probable usefulness. To know the kinds of materials needed will help determine where the information can be found. When sufficient information and materials have been secured, the process of selecting, analyzing, and organizing them becomes of paramount concern. The evalua-

⁴Michener, James A., and Long, Harold M., *The Unit in the Social Studies* (Harvard Workshop, Series No. 1, Cambridge: Harvard Graduate School of Education, 1940), p. 1.

tion of sources and facts is considered; here the pupils and teacher must determine the criteria by which they are to judge the value of the materials selected. The evaluation techniques should include a study of opinions, analogies, sampling, prejudices, cause-effect relationship, emotions, etc. The final step *four* calls for reaching possible conclusions that will be based upon the evidence studied and analyzed for this particular problem. It implies the presentation of the findings in a manner that is easily understood by all the members of the class; it calls for using the findings to interpret other problems. The conclusion should be left open for reconsideration as specific data may change or be substantiated as presented in the original findings. It is well to remember that not all problems call for solutions, particularly when facts are unavailable. Not all problems need to be solved because they are taken as a unit or a problem of work. Some problems may lead to action.

One illustration may suffice to show how failure may result from not applying the principles just presented. A teacher of American History who is employing the question and answer technique, says, "for tomorrow take Harry Truman's administration on page 520 to 531 in the text"; and the pupils usually attempt to memorize the facts given on these pages. Since the pupils have not had any guidance in problem-solving, most likely there will not be any analysis of facts; no purpose is seen or recognized in the acquisition of these facts beyond reciting on them the next day. In this class, real concepts have not been utilized. The pupils will answer in more or less a verbatim fashion; they will forget the facts in today's lesson in memorizing the facts for tomorrow's assignment. At the end of the term, they will cram to "pass" a typical fact examination on a series of unrelated questions similar to those they have been accustomed to during the year.

These pupils receive little or no benefit from such experiences, for they have never considered facts from the standpoint of their relationships to each other or to the building of sound generalizations or concepts. Having little sense of the continuity of history, they have not been in the habit of looking at historical details as links of a chain, or supporting or contributing details to a generalization or conclusion in reference to a topic or problem. They have not *learned* to think. An alert teacher might have handled the same topic this way: he might have recognized the expediency of first getting the class interested in Harry Truman as a man by having them recall some incidents of his life before he became President or how he became President. The facts could be utilized to build up a problem from which to work, as, "Was Harry Truman's foreign policy for the best interest of the country?"

Such an approach to this topic would probably develop interest and stimulate thinking by dealing with a limited topic on which there could be differences of

opinion. It seems reasonable to infer that the pupils will remember and retain the facts much longer because the facts were not acquired as mere ends in themselves but as a basis for solving a problem that called for drawing inferences, for forming conclusions, and for developing deliberate judgments. The problem-solving method provides experiences in which a pupil may come to his own independent conclusions from thinking and gathering facts on all sides of the question.

In the problems approach, it is important that the study be related to current materials; background content is important but it should not be considered as the dominant area in the study of the unit or problem. Information and knowledge become vital parts as they are utilized during the actual study. Action, or taking a position, becomes an important concept in this process. The entire content cannot be pre-determined by a teacher, for the teacher is not in the position to know all the information that will be needed by the pupils as they study. Continual planning and re-examination of the problems and interests should be considered throughout the process.

How To Use Audio-Visual Materials

The many innovating changes that are being developed in the area of communications including visual and auditory aids are affecting teaching procedures on all levels. These instructional materials stimulate interest and insights into problems to be studied. Since learning and teaching are interdependent and associated with experiences which people have encountered, it becomes necessary to create and develop in and out of school as many real and vicarious experiences as possible. In this connection, the use of motion pictures, models, field trips, exhibits, and now television, is having a far greater role in the educational program. The student teacher needs to develop some competence in several of these areas.

Audio-visual material should not be conceived as a replacement or as a substitute for the textbook or oral explanations often given by the teacher and student, but should be thought of as another medium for clarifying concepts or ideas. Many teachers use these materials ineffectively since they do not relate them sufficiently to what is being taught. Audio-visual materials should not be used to take the place of anything; their use should be to present the same or additional data more concretely in a form that appeals to pupils.

Audio-visual aids may not only increase the pupil's appreciation of the life about him and make words more meaningful, but can be used to challenge ideas and stimulate keener, faster thinking. This medium can broaden interests and provide, through the use of both sight and sound, an effective means for understanding symbols. Within the comprehension of meaning lies the essence of effective teaching and learning. We all remem-

ber the teacher who informs the class that a film will be shown in tomorrow's meeting; tomorrow arrives and the film is shown with a single remark, "The title of this film today is 'The City'." The film ends and the only comment is, "How did you like it?" and then the class returns to something else. Such lack of cooperative planning for the picture and of the evaluation follow-up shows that the teacher used the film merely as means of filling up the major part of the class period. Even then the film may have been more effective than any of the recitations in that particular classroom. However, such procedures have a devastating effect upon the use of audio-visual materials. The potential interest and attitudes that can be developed from proper utilization of "The City" are unlimited. This particular film could contribute to effective learning in a number of ways; it could be used as a means for introducing a unit on housing since it deals with poor as well as adequate facilities. It might be an integral part of the unit or project undertaken to develop or clarify issues or it could serve as a general summary of the unit.

Criteria for Self-Evaluation

The student teaching experience should tell the student whether he has made the right choice for his lifetime profession. This guide has dealt with some of the general aspects of teaching. Specific details will need to be worked out by each student teacher as he fits into his unique teaching situation. As the period of student teaching draws to a close, perhaps by considering the following self-evaluative criteria, the student teacher can measure his success and determine his strengths and weaknesses which need to be considered for further study:

1. Have relations with the college supervisor, supervising teacher, and others in the school system been pleasant and agreeable?
2. Did the pupils respond to the leadership given? Did they demonstrate confidence in the student teacher as he guided activities? Was there an awareness of the real role of leadership in the classroom as a vital part of democratic action?
3. Did the youngsters grow in their understanding of what was being taught, whether subject matter, skills, process, or attitudes? Were they given a chance to use some of the outcomes so that they saw a need for them?

4. Did the utilization of community resources generate interest and motivate learning to a place where pupils had a genuine concern for action?
5. Was it possible to see how the individual teacher worked into the whole educational process and how cooperative effort was essential for an effective program?
6. Were experiences developed that called for the necessity for learning about individual pupils in terms of human growth and development? Were the implications of this related to theories of learning?
7. In the light of student teaching experiences, is it possible to formulate working educational objectives encompassing the belief in "Education for All American Youth" in a democratic society?
8. Is it possible to recognize areas of strengths which tend to give confidence and security to the student teacher for building improved teaching and learning activities? Were specific weaknesses noticed to the point where further study is warranted in order to develop needed proficiency?
9. Relative to the building of concepts and attitudes drawn from the content taught, are there evidences of lack of understanding subject matter necessary for developing citizens for our democratic society? Is it possible to point out further specific needs in this area?

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